# TERMS OF REFERENCE

**Evaluation of the impact of the ECD&F Phase II programme**

<table>
<thead>
<tr>
<th>Position Title:</th>
<th>Institutional consultancy for conducting endline evaluation of programme “Transforming the Lives of Children in Rwanda (ECD &amp; F) - Phase II”</th>
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<tr>
<td>Location:</td>
<td>Kigali, Rwanda</td>
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<tr>
<td>Duration:</td>
<td>6 months</td>
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<tr>
<td>Start Date:</td>
<td>January 2020</td>
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<tr>
<td>Reporting to:</td>
<td>Chief Social Policy and Research, UNICEF Rwanda</td>
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1 Background and Purpose of the evaluation

In Rwanda, Early Childhood Development (ECD) is considered one of the national investment priorities anchored on human capital development needs argument in the context of a broader national medium to long term development national aspirations. In recent years, ECD has emerged as a national priority and the government has strengthened the policy and institutional framework for investing in the early years including establishing the National Early Childhood Development Coordination Program (NECDP) in 2018. In recognition of the fact that effective ECD programming requires the integration and harmonization of policies and programs across sectors, the GoR developed and approved a national ECD policy in 2016, an Early Childhood Development Single Action Plan (ECD SAP), and an annual action plan for the six-year National ECD Program Strategic Plan (NECDP SP 2018-2024); the latter which calls for the development of an integrated approach that addresses cross-cutting issues of childcare, education, growth and development, safety, health and nutrition, and security.

Despite an impressive record in development and economic growth, children access to integrated ECD services remains low, particularly pertaining to the first critical years of children’s lives (0-3 years). Data from the Rwanda Demographic and Health Survey (DHS) 2014/15 reveal that only 63 per cent of young children are developmentally on track, and an early childhood development (ECD) baseline study conducted by UNICEF in 2014 highlights even more developmental gaps in terms of problem-solving, communication and personal social skills, as well as gross-motor and fine-motor development. In 2018, 35 per cent of children under five years old were stunted (CFSV 2018), highlighting the importance of investing in children’s nutrition as early as possible. Twenty percent of children have access to ECD services.

To respond to this government priority and support the policy and strategy developments, UNICEF Rwanda and Imbuto Foundation, under the leadership of the Ministry of Gender and Family Promotion (MIGEPROF) and in collaboration with other stakeholders, entered into a partnership in 2014 to bring together multiple Early Childhood Development and Family (ECD&F) interventions, during Phase I (2014-2016) of the ECD&F programme, funded by IKEA Foundation. The ECD&F Phase I programme targeted children younger than 6 years old in Rwanda, offering a combination of centre-based and home-based ECD interventions across ECD, Nutrition, WASH, Health, Social Protection and child protection sectors.

Building on the impact and success of the Phase I programme, the partnership continued and was expanded in the subsequent ECD&F programme Phase II (2017-2020). Phase II expanded the partnerships to include RICH, the Anglican Church, Chance for Childhood and ADEPE. This phase builds on the three-pronged approach in the socio-ecological model, which is designed to transform children’s lives by changing the way families and communities interact, nurture and care for their children.

The model is based on evidence that the following preconditions are required to maximize children’s developmental potential:

1. **Effective and responsive care of the young child by the family and community**
   The development of a young child is greatly influenced by: 1) the caregiver’s direct engagement with the child (core childcare practices and direct stimulation of child development); and 2) the physical environment, which includes safe physical spaces with adequate sanitation, and the availability of items to stimulate young child development, such as children’s books and playthings.

2. **Utilisation of quality ECD and other basic social services for young children**
   Integrated social services have the strongest effects on poor children and children from families with low income and low levels of education thus, focusing on child development should include interventions that address the plight of the entire family. Children develop in the context of the family and thus social economic and cultural dynamics that occur in the family context do also affect the holistic development of the child. Between the ages of three and five years, there is an emergence of increasingly complex social behaviours, emotional capacities, problem-solving abilities and pre-literacy
and numeracy skills that are essential building blocks for a successful life. It is important that families are made aware of, and do utilizes available ECD services in the context of a child’s life cycle in early years (0-8 years).

3. Implementation of child sensitive policies
A supportive policy environment requires relevant child sensitive policies and accompanying policy instruments (strategic plans, capacity building strategies, monitoring and evaluation (M&E) frameworks, quality standards checklists etc.), complemented by adequate strong intersectoral coordination, sufficient budget allocation and planning and implementation mechanisms.

Therefore, a consolidated set of activities has been continued in 10 targeted areas (districts), including provision of ECD services, enhanced nutrition, preventive and curative child protection, and strengthening the transition to primary school. The integrated package of core interventions has multiplied the number of direct beneficiaries from 6,000 young children in Phase I to 32,100 in Phase II, through innovative approaches, including Faith based, low-cost community-based ECD centres and market-based Childcare/ECD services. Policy development and enforcement and mass media activities have also attained national scale.

In 2016 UNICEF Rwanda commissioned an ECD&F Phase I endline/ECD&F survey which sought to establish any changes in the lives of children and their families based on baseline indicators collected in 2014. The endline results and status served as the baseline for Phase II of the project in the same 10 intervention/treatment and 10 control sites in 10 districts. This baseline evaluation provided pre-intervention indicators of child health and development outcomes that informed the design of phase II and would allow for future impact evaluations of programme effectiveness.

To support and evaluate the impact of the ECD&F Phase II programme, an endline evaluation is planned for the fourth quarter of 2019 and first quarter of 2020. The aim is to capture the impact of a wide variety of ECD&F interventions

2 Justification
Given the expected workload of documenting and evaluating the initiative at national and local level, the volume of technical deliverables, and level of independence, UNICEF Rwanda would like to engage an independent research institution to facilitate the evaluation. The institution will collaborate with NECDP, Imbuto Foundation, ADEPE, Chance for Childhood, the Anglican Church, RICH and the 10 district authorities. A technical reference team will oversee the evaluation.

3 Objectives / Study Aim
The key objective of the ECD&F Phase II endline evaluation is to evaluate the impact of the ECD&F Phase II programme and to understand whether the intended objectives of the programme have been achieved, in line with the plan, as compared with selected indicators from the results of the endline evaluation of 2016.

The time period to be evaluated in the endline is July 2017 – June 2020. The geographical scope of the evaluation is approximately 850 households in 20 sites (10 control and 10 intervention) in 10 districts (Gakenke, Gasabo, Gicumbi, Ngoma, Nyabihu, Nyamagabe, Nyamasheke, Nyarugenge, Ruhango and Rwamagana).

It is expected that the evaluation will assess the impact that the ECD&F programme on a wide range of ECD indicators, such as child protection, health, nutrition, WASH, development and early learning and programme linkages to other social protection services and livelihoods. Specifically, the evaluation will determine to what extent the intervention has been able to meet its objective to enhance Early Childhood Development in selected sites.
The findings of the evaluation will be used by UNICEF and its partners to develop future programmes and interventions and to inform and update policies and strategies to improve performance of ECD&F programmes in Rwanda.

4 Scope, Focus and Evaluation Criteria
The assignment is to carry out the endline evaluation of the ECD&F Phase II programme. This is a mix-method evaluation (see methodology section below).

The evaluation should be designed to assess the impact of the ECD&F Phase II programme in the surveyed sites, and identify the impact of different ECD interventions, such as in the area of health, nutrition, water and sanitation, early stimulation etc. In addition, the evaluation will assess the socio-economic situation of the households in the surveyed sites.

Conceptual model
The evaluation methodology should be in accordance with the methodology implemented under the baseline survey of 2016 to enhance comparability of the results but adapted to a reduced set of agreed indicators that are still relevant. This methodology has been based on the ECD&F conceptual model (see figure) which looks at children’s development holistically. The end-line evaluation should focus on and include a wide array of beneficiaries and stakeholders. These include children and caregivers, the ECD site coordinators and center directors, the community, social service providers and national and local decision makers.

The conceptual model / theory of change of the ECD&F programme highlights the preconditions mentioned in the background section of this ToR, which must co-exist to ensure that children get the best start in life and the opportunity to thrive. These are:

1. effective and responsive care of the young child by the primary caregiver, family and community;
2. access to and use of quality ECD and other basic social services for young children and;
3. a supportive policy environment in place.

The input of the ECD&F Phase II programme is therefore multi-sectoral, and includes good physical environment, such as adequate sanitation, clean drinking water, as well as availability of items to stimulate young child development. In addition, the input includes caregiver’s direct engagement with the child.
Improved access to and use of quality ECD and other basic social services for young children is another critical input of the ECD&F Phase II programme.

The output (what we do and who we reach) is therefore multi-faceted, and includes improved water and sanitation provided, improved access to quality early learning, improved care of young children by primary caregivers, among others, and is focused on populations in the 10 catchment areas. The short-term results, as already outlined above, focus on establishing effective early childhood development and family services in selected catchment areas.

Evaluation criteria
The evaluation will be guided by the following indicators and evaluation questions:

**Evaluation indicators:**
The evaluation indicators will help to answer the research question: To what extent did the programme contribute to improved early childhood outcomes? The indicators will be as much as possible the same as the measured indicators during the baseline, with minor changes, and compared to the baseline for analysis. A full list will be provided during inception stage. The indicators include, among others:

- **Direct child level indicators** such as: health (for example diarrhea and ARI) and nutrition (for example, minimum dietary diversity) indicators
- **Household level indicators** such as: child discipline practices, water and sanitation, hygiene, food insecurity, support for early learning, care seeking behaviour for child illnesses, inadequate care of children and other indicators of caregiving practices.
- **Access to essential services** such as birth registration, health insurance, communication for behavioural change messaging, social protection etc.
- **Knowledge, attitudes and awareness** such as parents/caregiver and community knowledge, beliefs and expectations of early childhood development programmes; Parent/caregiver (family) and community awareness of and engagement in early childhood development; Parent/caregivers and community awareness of ECD and the credible channels of information/communication on ECD.

**Evaluation questions:**

- To what extent has the programme management structure, technical assistance and staffing requirements contributed to achievement of intended interventions?
- How relevant were specific programme components for improving ECD/welfare outcomes, as perceived by direct programme beneficiaries?
- What were the barriers and motivators/enablers influencing participation in the ECD programme?
- Have the interventions reached the intended number of beneficiaries according to the stated targets and timeframe?
- To what extent are ECD services reach children with disabilities? What are perceived barriers, if any?
- To what extent and how did the intervention improve service providers’ knowledge, skills and practices on Child Protection?
- To what extent and how did the intervention improve service providers’ knowledge, skills and practices on Early Childhood Development?
- To what extent do mothers, fathers and families perceive overall change in the health and development of their children as a result of the ECD&F programme?
- To what extent do beneficiaries report to have been reached by Early Childhood Development services?
- To what extent has gender played a role in creating an optimal child development environment at household/family level?
- To what extent and how did the intervention improve service providers’ knowledge, skills and practices on WASH?
- To what extent has been men’s participation in child care? For example, providing primary care, playing with and support to early learning activities at home?
5 Methodological Approach & Process, Expected Output

**Methodological approach**

The endline evaluation is comprised of a quantitative household survey amongst 850 households, and a qualitative component of Key Informant Interviews and Focus Group Discussions amongst the different stakeholders in the programme.

The endline evaluation will assess the impact of the ECD&F programme in the surveyed sites and identify how such different approach through primary health care, nutrition, hygiene and sanitation, early stimulation contribute to intended ECD intervention results. In addition, the survey should result in an overview of the socio-economic situation of the households in the surveyed sites.

The selected institution will work with UNICEF, NECDP and the ECD&F Technical Committee comprised of MIGEPROF, NECDP, other government line ministries, UNICEF and CSOs to develop and finalize the design and will conduct the evaluation under the leadership of the Committee. The institution’s evaluation team will be responsible for designing tools, field visits, data collection, data analysis and drafting of the reports. The evaluation team will work with the Technical Committee and other stakeholders to coordinate the work, ensure quality of the data and reports, and disseminate the findings of the evaluation.

**Qualitative methods, sampling and suggested analysis**

Qualitative methods should be inspired by the data collection tools used during the baseline. They should however be adjusted to relate to the evaluation questions above and focus on understanding the changes occurring between baseline and endline.

The sampling for the qualitative evaluation methods will be purposive sampling. This sampling will be based on the type of key informants and focus group discussion participants that were covered during the baseline, to ensure a consistency in type of data and increase comparability.

This means that the qualitative analysis will focus on obtaining key information from a wide array of ECD&F stakeholders in the selected sites, including ECD district focal points, ECD&F center directors, caregivers at centers, and parents/caregivers of children in the baseline intervention and control groups. The qualitative interviews of caregivers of children will be conducted simultaneously to quantitative data collection. The qualitative analysis will follow-up on the qualitative analysis of the ECD&F baseline evaluation, to further understand key barriers and enablers for ECD&F programming.

**Quantitative method, sampling and suggested analysis**

The quantitative household questionnaires should be based on the baseline questionnaires, with relevant changes to be discussed with UNICEF during the inception phase.

The 2016 baseline evaluation acted as an endline of the ECD&F Phase I programme, for which the baseline was conducted in 2014. The 2014 baseline included two distinct age cohorts. At the time of the 2014 baseline evaluation data collection in June – October 2014 the two age cohorts were 0-11 months and 24 – 35 months. At the time of baseline 2016 data collection these two cohorts were between 27 – 38 months (the younger age cohort) which translates to approximately between 2 – 3 years, and between 51 – 62 months (the older age cohort) which translates to approximately between 4 – 5 years in September 2016. In 2019, these cohorts are respectively 5-6 years and 7-8 years old.

For this endline evaluation, the selected institution will develop the evaluation sampling strategy in consultation with UNICEF, in order to be able to capture all necessary indicators. It is expected that method for sampling will include:
• Sibling sampling (6-23 months and 24-56 months) of the existing intervention and control sample at the baseline; and
• Additional sampling of intervention and control group households with children 6-23 months and 24-56 months.

The 2014 ECD&F baseline sampling strategy was based on random sampling of households within selected sites. The eligibility criteria were that participants had to be the primary caregiver and legal guardian of a child between the ages of 0-11 months or 24 – 35 months, and live in the same household as the index child. The sample sizes were estimated based on similar trials from other settings, powered to provide differences between control and intervention groups (but not to provide differences between sites).

The sample size of intervention and control sites is approximately 850 caregiver and child pairs.

The overall methodology and sampling strategy needs to take into account how to differentiate between the impact of the various ECD interventions being rolled out, such as nutrition programmes, early learning programmes, child protection advocacy programmes etc. In addition, not all ECD interventions have been implemented in all intervention sites – which may provide an opportunity to gauge the impact of different ECD interventions. The random sampling of control / intervention groups will alone not address how to differentiate between the different interventions, as it will only provide information on whether the holistic ECD&F package (water, sanitation, nutrition, stimulation etc.) has an effect or not. The consultancy institution selected for this evaluation will explore optimal methods to differentiate between the impact of different ECD&F interventions which have been rolled out between July 2017 – June 2020.

The quantitative analysis will include both descriptive analysis and advanced multivariate regression analysis, where necessary. It will provide information on all pre- and post-intervention indicators for the intervention/treatment and control groups.

Evaluation standards
The evaluation needs to adhere to the Government of Rwanda’s evaluation standards. Further key policies and performance standards to be referenced in evaluating the programme are described in the United Nations Evaluation Group (UNEG) “Standards for Evaluation in the UN System” and in UNICEF Evaluation “Policies and Principles”. The basics of human rights-based approach and results-based approach to programming are described in the UNICEF Programme Policy and Procedure Manual.

The evaluation methodology will be guided by the norms and standards of the United Nations Evaluation Group (UNEG), and the UNEG guidelines on integrating Human Rights (HR), Gender Equity (GE) in Evaluation. In order to be responsive to HR and GE aspects, special consideration will be given to gender, sex, distance from service locations and wealth when stakeholders and beneficiaries’ view are sought in data collection. In the design phase of the evaluation framework, careful considerations will be given to such inclusion aspects. In the analysis phase, appropriate disaggregation will be attempted to shed light on HR and GE elements.

Evaluation process
The evaluation process will include three phases:

Phase 1. Inception:
• Evaluation Plan development – draft work schedule to be submitted to UNICEF and the ECD&F Evaluation Technical Committee for review and approval;
• In-depth desk review of available information on Early Childhood Development, including ECD&F baseline technical report and the baseline database, ECD data from DHS and other published national studies, ECD policy and strategy, ECD&F programme funding proposal and any other relevant information – to guide the development of the research questions. Review the current status of
children and women in Rwanda with focus on ECD components and an integrated picture of ECD particularly in the selected sites;

- Preliminary discussions with UNICEF Rwanda, NECDP and the ECD&F evaluation technical committee, to facilitate a common in-depth understanding of the conceptual framework, refining the evaluation questions and adjusting data collection methods, tools and sources. The consultancy team will have the opportunity to discuss and propose amendments to the methodology, as long as the purpose of the study is maintained and expected deliverables are produced at the required level of quality. Any proposed changes will be discussed at planning meetings with the Technical Committee at the beginning of the process; and

- Drafting of **Inception report (deliverable 1)**, including the details of the methodology to be used, an Evaluation Matrix for each finally agreed evaluation question and a detailed analysis plan, to be presented to and approved by the members of ECD&F Evaluation Technical Committee. The proposed methodology needs to be sufficient to capture all the indicators agreed for this evaluation purpose.

### Phase 2. Data collection:

- Develop data gathering tools (building on the tools developed for the ECD&F baseline evaluation)/ The ECD&F Baseline Assessment Tool comprised several internationally recognized measures covering household characteristics, child development, nutrition, health, caregiving practices, and access to and utilization of services. The battery of instruments was based on several internationally recognized tools, such as the ECD and Nutrition module of the Multiple Indicator Cluster Survey, indicators from Demographic and Health Survey. Measures were selected that evaluated key areas of the ECD&F intervention and are intended for use as part of a longitudinal evaluation to assess the impact of the ECD&F program. In Phase II the consultants will discuss with the Evaluation Study Group of experts and decide on adapting the above original methodology for example to either eliminate measuring ECDI or adjust to measure younger siblings in the same household and the same principle to be applied when measuring levels of violent discipline taken against children. Changing age of children is an important variable that has been known to distort findings for these two results areas.

- The development of data gathering tools, interview and observation guides using a consultative participatory process, will include the following steps:
  - Facilitate a meeting to share the tools for comments with the Technical Committee overseeing the consultancy;
  - Pre-test the tools and facilitate a meeting with the Technical Committee, to validate the pre-testing data obtained and fine tune the tools based on the experiences from the team of interviewers/enumerators;
  - Train research assistants /enumerators for data collection in all the selected sites to ensure that standardized methodology and application of the tools are fully understood; and
  - Conduct collaborative planning for field work with the Technical Committee, including development of agenda and activities.

- Work with team of interviewers/observers to collect data using quantitative, qualitative observations and other appropriate methods (measurable indicators) from children, parents, caregivers, teachers, opinion leaders and primary health care providers at community level and from key informants in the selected sites:
  - In alignment with the agreed methodology, the selected institution will collect quantitative end-line data at intervention/treatment and control sites; and
  - The selected institution will conduct focus-group discussions and in-depth interviews with key ECD&F stakeholders, including ECD&F center directors, caregivers at centers, parents/caregivers of children in the baseline intervention and control groups.

- Convene a briefing meeting with the supervising task force on the on-going survey for corrective measures to be undertaken, if need be.

- Ensure the quality of information collected from fields, cross check with the validity and reliability of information collected and verify
• The selected institution will submit regular progress report and field reports throughout data collection period (deliverable 2)

Phase 3. Analysis and reporting phase:
• Process data (data entry, cleaning, and analysis) using the SPSS/STATA/ EpiInfo or any acceptable statistical data analysis package for data gathering and analysis.
• Following the data collection and analysis phase, the evaluation team will make a presentation of the preliminary key findings (First and preliminary findings report - deliverable 3) to the ECD&F Evaluation Technical Committee.
• A detailed draft technical report will be shared with key partners for review, and once all feedback of ECD&F Evaluation Technical Committee members have been addressed, the selected institution will share a final report (deliverable 4) for review and validation by the ECD&F Evaluation Technical Committee.
• A concise (approximately 30 pages) summary report (deliverable 5) of the key findings of the validated technical report drafted and shared with the ECD&F Evaluation Technical Committee.
• All outputs from the Evaluation are subject to approval by the ECD&F Evaluation Technical Committee.

6 Major Tasks, Deliverables & Timeframe

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<th>Tasks</th>
<th>Expected Deliverables</th>
<th>Timeframe</th>
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<tr>
<td>1. Inception meeting with UNICEF and the Technical Committee on background and scope of assignment</td>
<td>Minutes of inception meeting</td>
<td>Week 1</td>
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<td>2. Desk review of available information on ECD in Rwanda – in particular the ECD&amp;F baseline evaluation technical report and ECD&amp;F baseline database</td>
<td>Feedback meeting on findings from desk review</td>
<td>Week 2</td>
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| 3. Design of the sampling strategy, data collection and relative tools and preparation of inception report.  
4. Application for all relevant research permits for Rwanda | Inception report (deliverable 1) including work plan, methodological approach, instruments to be used, interview and field visit protocols, annotated outline of final report, to be presented and approved by the Technical Committee. | Week 3-8 (1st payment, 30%) |
| 5. Data collection, cleaning and analyzing quantitative data | Quantitative data analysis progress report and end of field data collection report (deliverable 2) | Week 9-15 |
| 6. Focus-group discussions and Key informant interviews | Progress report | Week 9-15 |
| 7. Analysis of findings and draft report preparation | Preliminary findings report and presentation of key preliminary findings to the ECD&F Evaluation Technical Committee (deliverable 3) | Week 15-20 (2nd payment, 30%) |
### 8. Validation of technical report

- Incorporate comments from ECD&F Evaluation Technical Committee and finalize report

- Draft technical report shared with ECD&F Technical Committee and meeting for review and validation (deliverable 4).
- Meeting report confirming the validation of findings, including how the feedback/recommendations from the Committee have been thoroughly addressed.

- Week 20-24

### 9. Finalize the full technical report and draft a concise, user-friendly version for non-technical audience, summary report of key findings from the technical report

- Final full report and Summary report (deliverable 5)

- Week 25 (3rd payment, 40%)

The reporting requirements of the endline evaluation are the 5 deliverables:

1. Inception report
2. Data collection report
3. Preliminary findings report (in PPT)
4. Draft technical report
5. Final full report and summary report

The final report should be in line with the UNICEF evaluation standard and very focused on practical and implementable recommendations. Specifically, the report should include at least the following sections:
- Executive summary, description of the evaluation methodology (as per agreed inception report), assessment of the methodology (including limitations), findings, analysis, conclusions, lessons learned and recommendations for improvement. The Annexes to the report should contain: the TOR, the approved data collection instruments, and any other relevant information.

The final report should be in line with agreed Government and UNICEF evaluation standards and very focused on practical and implementable recommendations. The report template should include, but not limited to:
- Title page and opening pages
- Executive summary
- Programme description
- Role of UNICEF, Technical Evaluation Committee and other stakeholders in programme implementation
- Purpose of Evaluation
- Objectives
- Evaluation design
- Methodology, including sampling strategy and methodological limitations, and evaluation criteria
- Stakeholder participation
- Ethical issues
- Major findings
- Analysis of results
- Key Constraints
- General Conclusions
- Recommendations
- Lessons learned
- Annexes TOR, tools of data collection used

The report should be provided in both hard copy and electronic version in English. Complete data sets (tools, database, filled out questionnaires, records of interviews and focus group discussions, transcriptions and
translations, etc.) should also be provided to UNICEF at the end of the evaluation, and will remain the property of UNICEF. Any use of datasets and publications emanating from the endline evaluation is subject to prior approval of UNICEF Rwanda.

This study will serve (1) to inform programming and policy makers on the impact of ECD&F programming in the selected sites, (2) to enrich key stakeholders awareness of areas in which ECD&F programming can be strengthened to enhance child development, and (3) to inform external stakeholders, including key donors of the programme, on the impact of ECD&F programming on child development.

Findings of the evaluation will be summarized and discussed with the ECD&F Evaluation Technical Committee Members. Findings will also be made available to relevant stakeholders, in consultation with the Technical Committee.

**Evaluation location**
The endline evaluation will be conducted in the following 23 sites in 10 districts, besides key informant interviews that will take place with central stakeholders in Kigali:

<table>
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<th>District</th>
<th>Sector</th>
<th>ECD&amp;F intervention sites</th>
<th>Comparison/control sites</th>
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<tr>
<td>Gakenke</td>
<td>Minazi</td>
<td>Munyana Cell&lt;br&gt;Kanka,* Nyabitare, Kivuba</td>
<td>Gakenke Cell&lt;br&gt;Kabuga, Nyarubuye</td>
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<td>Gikomero</td>
<td>Murambi Cell&lt;br&gt;Twina,* Gasagara Cell&lt;br&gt;Rugwiza</td>
<td>Gicaca Cell&lt;br&gt;Ntganzwa, Nyagasoz</td>
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<td>Kijote Cell&lt;br&gt;Bikingi*</td>
<td>Rega Cell&lt;br&gt;Kagano, Ngaregare</td>
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<td>Location</td>
<td>Cell</td>
<td>Umudugudu</td>
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<td><strong>Kabatwa</strong></td>
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<td>Jenda</td>
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<td>Mukamira</td>
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<td><strong>Nyamagabe</strong></td>
<td><strong>Bugarura Cell</strong></td>
<td><strong>Ruhunga Cell</strong></td>
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<td></td>
<td>Muyange,* Uwinyana</td>
<td>Gakoma, Nyagishubi</td>
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<td>Mbazi</td>
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<td><strong>Nyamasheke</strong></td>
<td><strong>Cyato</strong></td>
<td><strong>Bisumo Cell</strong></td>
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<td>Rugali Cell</td>
<td>Kayo, Mutuntu</td>
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<td>Karambo,* Rwumba, Rubeho</td>
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<td>Bushekeri</td>
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<td>Nyabitekeri</td>
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<td>Macuba</td>
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<td><strong>Nyarugenge</strong></td>
<td><strong>Mageragere</strong></td>
<td><strong>Kankuba Cell</strong></td>
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<td></td>
<td>Nyarurenzi Cell</td>
<td>Kankuba, Karukina</td>
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<td>Itarambere*</td>
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<td>Nyamirambo</td>
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<td>Kimisagara</td>
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<td><strong>Ruhango</strong></td>
<td><strong>Mbuye</strong></td>
<td><strong>Kizibere Cell</strong></td>
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<td>Nyakarekare Cell</td>
<td>Ruhuha, Bereshi, Kizibere</td>
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<td>Jali,* Nyakarekare</td>
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<td>Ruhango</td>
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<td>Ntongwe</td>
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<td>Kinazi</td>
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<td><strong>Rwamagana</strong></td>
<td><strong>Munyiginya</strong></td>
<td><strong>Cyarukamba Cell</strong></td>
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<td>Cyimbazi Cell</td>
<td>Ndago</td>
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<td>Ntunga*</td>
<td>Nyarubuye Cell</td>
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<td></td>
<td>Cyarukamba Cell</td>
<td>Kiyovu, Kabeza</td>
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<td>Kagarama</td>
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<td>Gahengeri</td>
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<td>Gishari</td>
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<td>Musha</td>
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* Indicates the umudugudu where the ECD&F centre is located.
** Indicates the locations (Cell and umudugudu) which will be provided at inception stage of the evaluation.

**Evaluation duration**
The total duration of the evaluation is 25 weeks, from October 2019 to March 2020.

**7 Stakeholder Participation**
The ECD&F Technical Committee is comprised of MIGEPROF, NECDP, other relevant government line ministries, UNICEF and relevant CSOs. Tasks of the Technical Committee are:
• Provide technical inputs to the design of the evaluation;
• Provide guidelines to evaluators and monitor the evaluation implementation;
• Review the evaluators’ inception report (including proposals for desk review of documents, evaluation instruments, country visits, annotated outline of the report);
• Review preliminary findings for validation of facts and analyses, and help generate recommendations
• Approve the preliminary report;
• Review and approve the final report, verify the evaluators’ findings and propose management response;
• Ensure that the evaluation findings are used for future planning and pre-primary programmatic interventions as well as advocacy purposes.

The variety of stakeholders will ensure that different opinions are represented, and objectivity is achieved.

UNICEF Rwanda will be responsible for selection of the institution to conduct the evaluation. The evaluation will be managed by UNICEF. The management of the evaluation will involve drafting the terms of reference, initiating evaluation selection process, liaison between the evaluation team and other key stakeholders, as well as quality assurance of the report.

The selected institution will be responsible to develop and finalize the design and will conduct the evaluation under the leadership of the Committee. The institution’s evaluation team will be responsible for designing tools, field visits, data collection, data analysis and drafting of the reports. The evaluation team will work with the Technical Committee and other stakeholders to coordinate the work, ensure quality of the data and reports, and disseminate the findings of the evaluation.

8 Existing information sources
The following information sources are available:
• Early Childhood Development Single Action Plan
• National ECD Program Strategic Plan 2018-2024

9 Ethical Consideration/confidentiality
The applicant shall abide by and be governed by UNICEF Procedure on Ethical Standards in Research, Evaluation and Data Collection and Analysis which can be accessed here: https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

Adequate measures should be taken to ensure that the process responds to quality and ethical requirements as per UNICEF Evaluation Standards. As per United Nations Evaluation Group (UNEG) Standard and Norms, the consultants should be sensitive to beliefs, manners and customs and act with integrity and honesty in relationships with all stakeholders. Furthermore, consultants should protect the anonymity and confidentiality of individual information. Consultants should respect the confidentiality of the information which is being handled during the assignment. Consultants are allowed to use documents and information provided only for the tasks related to the terms of reference of this evaluation. Data will be stored in a secure location, kept confidential with access restricted to principal investigators. The study data will be used only for the purpose of this study.

10 Evaluation team composition / qualifications and requirements
The selected evaluation institution will be responsible for the creation of an evaluation team. The minimum request is that the team consists of at least two experts (one expert in quantitative research and impact evaluation, and a further expert team members for qualitative research). The team composition should
include national (Rwandan) experts. The exact division of work will be decided by the institution, but in
general, the team leader will be responsible for discussions, negotiations, final decisions, shape of the
evaluation, while further team members will be tasked with more technical issues (revision of technical
reports, in-depth interviews with service providers, decision makers, parents, revision of existing research
reports etc.).

The team will preferably include the following profiles: Team Leader; Nutritionist/ECD/Health professional;
Psychologist/Sociologist; Statistician; Qualitative research expert; Data collection Assistants Data entry and
analysis staff;

The qualifications and skill areas required include:
Technical expert & team leader:
- Extensive quantitative research and impact evaluation expertise and experience, including expertise in
data collection and analysis; demonstrated skills in similar ECD evaluations;
- Demonstrated excellent report writing skills;
- Demonstrated experience and expertise in designing and implementing multi-sectoral initiatives in
partnership with a wide range of stakeholders including government and communities;
- Minimum five years of relevant work experience of which two at national and international levels in
field programmes relevant to ECD, Education and/or Nutrition and/or Child Protection;
- Understanding of the integrated and cross-sectoral nature of ECD;
- Advanced university degree in one or more of the disciplines relevant to the following areas:
  Evaluation expertise, economics and social sciences. Understanding of ECD, Child Development,
  Education, Social Sciences, Public Health and/or Child Protection;
- Familiarity with technical aspects related to ECD programming;
- Knowledgeable on institutional issues related to the provision of global public goods; experience
  working with/in the UN or other international development organizations in the social sector or in
  national level development assistance and partnership support to government programmes and
  priorities is an asset; and
- Fluency in English a must and knowledge of French and Kinyarwanda an advantage.

Qualitative research expert:
- Extensive qualitative evaluation expertise and experience, including data collection skills;
- Demonstrated skills in similar evaluations
- Knowledge of technical aspects of similar programmes
- Knowledge of the areas of intervention

All members of the team:
- Language proficiency: excellent writing skills in English
- Advanced university degree in related field or social science
- Work experience in different countries globally: at least 8 years of field experience for team leader
  and research expert; at least 3 years of field experience for all other team members. Experience in
  working with UN agencies (desired)
- Experience in evaluations/research: knowledgeable on UN evaluation policy, recommended by UNICEF
  regional or global evaluation advisors or other senior managers, skilled in performing structured
  interviews and facilitating focus group discussions
- Analytical skills: Demonstrated analytical skills related to the use of quantitative and qualitative data
  for decision-making
- Process management skills: Demonstrated skills and experience in conducting and presenting
  evaluations
- Good communication and advocacy skills: Ability to communicate with various stakeholders, and to
  express ideas and concepts concisely and clearly in written and oral form
• Evaluators should be sensitive to beliefs and act with integrity and respect to all stakeholders. Evaluators should protect the anonymity and confidentiality of individual interviewees.

11 Supervision
The evaluation will be jointly supervised by UNICEF Social Policy and Research Section and UNICEF ECD Section. The ECD&F Technical Committee will provide technical inputs to the design of the evaluation, provide guidance to the evaluators, and monitor the evaluation implementation process.

12 Terms and conditions

Administrative issues
Evaluators are expected to use their own hired vehicles, equipment, including computers and tablets for data-collection, including the relevant licenses for the software to be used. The selected institution is required to ensure translation to Kinyarwanda during field trips as well as translation of documents from Kinyarwanda to English if required. UNICEF will be under no operational obligation to pay for operational costs related to this consultancy, all costs required to operationalize this consultancy shall be borne by the hired institution and should be included into the proposed financial proposal.

UNICEF does not allow sub-contracting by the selected institutions, as it is assumed that applying institutions meet the technically required expertise to carry out this evaluation. Any sub-contracting for particular skill set, should be done by the principal contractor who will assume all associated risks.

Terms of payment
The payment will be in three (3) instalments as follows:

• 30% of the total payment upon completion of the desk review, submission of inception report with work plan and methodology, theory of change and research instruments and protocols.
• 30% of the total payment upon completion quantitative and qualitative data collection and analysis, including field visits and submission of the draft final report and PPT of the evaluation;
• The remaining 40% will be paid upon completion of all deliverables, as per the above schedule (validated final report of the evaluation; a set of Power Point slides (25-30 slides) with key salient features of the evaluation; a summary report.

All the deliverables need to meet UNICEF requirement and quality standards. Payment will only made for work satisfactorily completed and accepted by UNICEF. UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines.

All materials developed by the evaluators will remain the copyright of UNICEF, who will be free to adapt and modify the materials for future use.

13 How to apply
Qualified institutions are requested to submit a full proposal, consisting of two parts (technical and financial, which can be downloaded from our website) to Rwasupply@unicef.org.

Evaluation process
A two-stage procedure shall be utilized in evaluating proposals, with evaluation of the technical proposal being completed prior to any financial proposal being compared. A 70/30 assessment model for the technical and financial proposal respectively will be adapted. Cumulative weighted average methodology will then apply in determining the best value for money proposal.

Applications shall therefore contain the following required documentation:
**Technical Proposal:** Applying institutions should prepare a proposal on the basis of the tasks and deliverables (as per the ToR). The proposal should include approach and methodology with detailed breakdown of inception phase, proposed scope and data collection methodology and approach that will be used by the institution. The proposal shall also include a brief explanation of the data analysis and report writing and possible dissemination plan. Draft work plan and timeline for the evaluation should be included. The Technical Proposal shall also include an overview of the technical team, updated CVs and copies of 2 reports of previous evaluations (ideally ECD related) conducted by the consultancy institution.

**Financial proposal:** Applying institutions should prepare a financial proposal, based on the tasks and deliverables as described in this ToR, taken into account the timeframe of the evaluation.

### Financial Proposal Format

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Number of person days</th>
<th>Delivery date</th>
<th>Costs</th>
</tr>
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<tbody>
<tr>
<td>1  <em>Inception report including</em> work plan, methodological approach, targeting method, instruments to be used, interview and field visit protocols, annotated outline of final report*</td>
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<tr>
<td>2  <em>Quantitative data analysis progress report and end of field data collection report</em></td>
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<td>3  <em>Preliminary findings report and presentation of key preliminary findings</em></td>
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<td>4  <em>Draft technical report</em></td>
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<td>5  <em>Final full technical report and summary report</em></td>
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<td>Operational costs (a detailed addendum budget required)</td>
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<td><strong>Total:</strong></td>
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### Evaluation Criteria

<table>
<thead>
<tr>
<th><strong>TECHNICAL EVALUATION</strong></th>
<th>Max score</th>
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</thead>
<tbody>
<tr>
<td><strong>1. OVERALL RESPONSE AND METHODOLOGY</strong></td>
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<tr>
<td>Understanding of the scope, objectives and completeness of response</td>
<td>10</td>
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<tr>
<td>Quality of the proposed approach and methodology</td>
<td>20</td>
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<tr>
<td>Quality of proposed implementation plan, i.e. how the institution will undertake and staff each task, and time-schedules, risk assessment</td>
<td>15</td>
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<tr>
<td><strong>2. PROPOSED TEAM AND ORGANISATIONAL CAPACITY</strong></td>
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<td>Leadership skills: In Team Leader, relevant leadership/management experience, skills and qualifications</td>
<td>5</td>
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<tr>
<td>Technical expertise: ECD and mixed-method research expertise, and analysis and report writing; relevant experience, skills &amp; qualifications</td>
<td>15</td>
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<tr>
<td>Organization of the team, roles and responsibilities and presence in Rwanda</td>
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<tr>
<td><strong>TOTAL MARKS FOR THE TECHNICAL COMPONENT</strong></td>
<td>70</td>
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<tr>
<td><strong>3. FINANCIAL PROPOSAL</strong> – Full points are allocated to the lowest priced proposal that meets the minimum score on the technical proposal. The financial scores of other proposals will be in inverse proportion to the lowest price.</td>
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<tr>
<td><strong>TOTAL MARKS:</strong></td>
<td>100</td>
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**Mandatory Requirement:** All applicants should be able to provide their audited two year financial statements.

Applications should be send to: Rwasupply@unicef.org by 26th December 2019